R E P O R T R E S U M E S

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REPORT OF TRAINING PROGRAM, WORKSHOP FOR ADMINISTRATORS OF VOCATIONAL HOME ECONOMICS TRAINING PROGRAMS IN WAGE-EARNING OCCUPATIONS.

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A 3-WEEK TRAINING WORKSHOP WAS CONDUCTED TO PROVIDE HOME ECONOMISTS WITH AN OPPORTUNITY TO DEVELOP THE KNOWLEDGE AND UNDERSTANDING NEEDED TO EXPAND THEIR VOCATIONAL HOME ECONOMICS PROGRAMS, PARTICULARLY FOR DISADVANTAGED YOUTH. PROFESSIONAL BACKGROUND IN HOME ECONOMICS, INVOLVEMENT IN VOCATIONAL PROGRAMS, AND ASSIGNMENT TO ADMINISTRATIVE RESPONSIBILITIES WERE SOME OF THE CRITERIA USED FOR SELECTION OF 33 PARTICIPANTS. THE PROGRAM INCLUDED DISCUSSIONS, LECTURES, REVIEW OF GUIDES, INDIVIDUAL WORK PROJECTS, AND EVALUATIONS OF THE ACTIVITIES. EVALUATION INCLUDED--(1) PROGRESS STATEMENTS ON WORKSHOP OBJECTIVES, (2) LISTING OF GOALS, AND (3) A REPORT OF GOALS REACHED. RECOMMENDATIONS FOR PLANNING SIMILAR PROGRAMS AND SUGGESTIONS FOR SPECIFIC PROGRAMS WERE REPORTED. (RS)

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ED003098

REPORT

OF

TRAINING PROGRAM

WORKSHOP FOR ADMINISTRATORS OF
VOCATIONAL HOME ECONOMICS
TRAINING PROGRAMS IN
WAGE-EARNING
OCCUPATIONS

Texas Technological College
Lubbock, Texas

JULY 1 - AUGUST 31, 1965

REPORT

Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations
August 1-20, 1965

Texas Technological College

Lubbock, Texas 79409

Initiated by: Dr. Willa Vaughn Tinsley, Dean, School of Home Economics

Workshop Director: Dr. Ann Buntin, Head, Department of Home Economics Education

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TRAINING PROGRAM REPORT

Director: Dr. L. Ann Buntin, Head, Home Economics Education Department, Texas Technological College

Title: Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations

Objective: The major objective of the Workshop was to provide an opportunity for home economists responsible for administrative or consultative services in vocational education programs to develop the knowledge and understanding needed to expand further the vocational home economics programs to include preparation for occupational competency in jobs using home economics knowledge and skills

Procedure: A workshop-type training program was planned and conducted for experienced professional home economists who were concerned with administering and/or supervising vocational home economics programs defined in the Vocational Act of 1963. Those who participated in the Workshop met the following criteria:

Had professional backgrounds in home economics or in closely related disciplines

Were currently involved in vocational programs at the area or state levels or in metropolitan and/or large communities

Had assigned administrative or supervisory responsibilities or expected to be assigned such responsibilities in the near future

Met all the requirements for admission to the Graduate School of Texas Technological College

Particular emphasis of the training program was focused on planning programs to meet the needs of disadvantaged youth.

Time Schedule: Three weeks, July 11 - July 31, 1965, were devoted to concentrated organization and preparation by the training program staff members prior to the Workshop

Three weeks, August 1 - 20, 1965, were devoted to carrying out the objectives of the Workshop by the training program staff with the Workshop enrollees

THE WORKSHOP PROGRAM

Home economics administrators recognize the need to explore the problems of planning and initiating programs designed to prepare youth and adults for wage-earning in occupations involving home economics knowledge and skills. This is a relatively new aspect of home economics as the philosophy of home economists in the past has been based on the concept of education for the vocation of homemaking itself as "useful employment" for all youth and adults. As a result of the Vocational Education Act of 1963, preparation for gainful employment in occupations using knowledge and skills of home economics subjects has become an additional focus of vocational home economics programs and thus a new challenge to home economists.

Objectives. The home economics education staff at Texas Technological College believed, and continues to believe, that a demonstrated way to move with confidence and speed into action programs in the area of occupational preparation, was to concentrate the resources of special consultants on a study of the problems involved in such action. The staff believes, therefore, that a workshop focused on the following objectives provided home economics administrators an opportunity to make significant progress in the development of philosophy, of policies, and of programs in the new aspect of home economics - preparation for gainful employment:

> Greater understanding of the provisions of the Vocational Education Act of 1963 as they affect preparation for occupational competency in jobs requiring home economics knowledge and skills (including food and nutrition, clothing and textiles, child development, family relations and home management).

A more thorough knowledge of and the ability to use the series of guides developed by the U. S. Office of Education for Home and Community Service Occupations as bases for local or area program development.

Increased interest in and ability to assume leadership roles for initiating and developing programs for vocational education which prepare for occupational competency in home economics related occupations.

Awareness of possibilities for cooperation among the various vocational educational services in planning and implementing sound training programs for competency in home economics related occupations.

Understanding of possible ways of using team-teaching involving other disciplines in the training of youth and adults for occupational competency in home economics related occupations.

Increased understanding of the behavioral range of children from disadvantaged homes and communities.

Increased understanding of the values and needs of socially disadvantaged children and their families.

Knowledge of current experimental programs and pilot studies for preparation for competency in home economics related occupations.

Knowledge of current research which has implications for developing effective home economics education programs for wage-earning.

Some skills in communicating with persons responsible for program planning and personnel services, as well as with agencies, businesses, and industries which will employ workers trained for occupations involving home economics knowledge and skills.

Schedule and Content. The Workshop was conducted for three weeks. The plans allowed for flexibility in schedule, credit, and content to attract a greater number and variety of participants. In order to meet individual needs, participants could enroll for one, two or three weeks and could receive respectively one, two or three semester hours of graduate-level credit.

The objectives for the Workshop served as a basis for preliminary planning of the program, content, and schedule. A planning committee of six workshop

participants helped revise and complete the tentative plans to meet better the needs of the group. After planning each weekly schedule, the committee carefully scrutinized each part of the program to see whether the program was utilizing time to best advantage.

Each week, a revised schedule was distributed to Workshop participants. The schedule for each of the three weeks follows:

FIRST WEEK, AUGUST 2 - 6, 1965

Monday		
9:00 - 10:15 a.m.		Organizational Meeting
10:15 - 10:45 a.m.		Break
10:45 - 12:00 a.m.		Recognition of Problems for Workshop
12:00 - 2:00 p.m.		Noon
2:00 - 3:00 p.m.		Philosophical and Social Setting of Vocational Education Act of 1963 - Miss Louise Keller
Tuesday		
9:00 - 10:15 a.m.		Analysis of Vocational Education Act of 1963 - Miss Louise Keller
10:15 - 10:45 a.m.		Break
10:45 - 12:00 a.m.		Discussion of Characteristics of Home Economics Program and Occupational Employment Program - Miss Louise Keller
12:00 - 2:00 p.m.		Noon
2:00 - 3:00 p.m.		Progress Report of Youth Development Program in Corpus Christi - Mrs. Freddie Hayslip
Wednesday		
9:00 - 10:15 a.m.		Development of State Programs: Analysis of State Policies - Texas, Tennessee, California, Georgia
10:15 - 10:45 a.m.		Break
10:45 - 12:00 a.m.		Presentation of a Recording by Dr. Frank Reissman on, "The Challenge: New Careers for the Poor."
12:00 - 2:00 p.m.		Noon
2:00 - 3:00 p.m.		Report of a Local Program for Underprivileged - Ms. Louise Shanahan
Thursday		
9:00 - 10:15 a.m.		Establishing and Maintaining Working Relations with Other Agencies in Development and Expansion of Local Programs - Miss Jerline Kennedy
10:15 - 10:45 a.m.		Break
10:45 - 12:00 a.m.		Continued from above
12:00 - 2:00 p.m.		Noon
2:00 - 3:00 p.m.		Discussion of Dr. Frank Reissman's Recording - Dr. L. Ann Buntin and Mrs. Marlene Wesselman

Friday

8:00 - 9:00 a.m.	Individual or Group Work
9:00 -10:15 a.m.	Working with School Administrators in Planning and Developing Local Programs and Pilot Programs - Dr. Berlie Fallon
10:15 -10:45 a.m.	Break
10:45 -12:00 a.m.	Reports - Plans for Action by Those Taking Course for One Credit Summary of Week by Planning Committee

SECOND WEEK, AUGUST 9 - 13, 1965

Monday

9:00 - 10:15 a.m.	Report of Illinois Conference on Issues - Dr. Johnie Christian
10:15 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	Symposium: "Working Cooperatively With Community Agencies," Mr. Ralph Judd, Mrs. Nelda Coates, Mrs. Lucy E. Colvin, Mrs. Frances Lyle, Mrs. Rosa Settle
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Initiating Local Programs - Miss Louise Keller

Tuesday

9:00 - 10:15 a.m.	Pilot and Experimental Programs, Need for, Importance of, and Examples of - Dr. L. Ann Buntin, Dr. Johnie Christian
10:15 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	Pilot and Experimental Programs Continued
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Planning a Pilot or Experimental Program - Dr. Owen L. Caskey

Wednesday

9:00 - 10:15 a.m.	Planning and Supervising Work Experience Programs - Miss Louise Keller
10:15 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	Individual or Small Groups Plan a Pilot Project
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Presentation of Slides Developed to Interpret Wage Earning Occupations - Mrs. Jessie Kilian
3:00 - 4:00 p.m.	Dr. Owen L. Caskey Available for Individual Conferences

Thursday

9:00 - 10:15 a.m.	Equipment for Home Economics Departments - Dr. Johnie Christian
10:15 - 10:45 a.m.	Break
10:45 - 11:30 a.m.	Equipment for Occupational Employment Programs - Miss Louise Keller
11:30 - 12:00 a.m.	Analysis of Topics or Questions Formulated in Small Groups - Dr. Owen L. Caskey
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Role of Various Personnel in State in Development of Programs - Panel: Dr. Johnie Christian, Dr. L. Ann Buntin, Ms. Margaret S. Crockett, Ms. Grace Hooten, Ms. Elizabeth Smith, Mrs. Carrie C. Williams
3:00 - 4:00 p.m.	Dr. Owen L. Caskey Available for Individual Conferences

Friday

8:30 - 9:15 a.m.	Presentation of Recording by Dr. Oscar Ornati on, "Consumption Choices and Poverty."
9:15 - 10:15 a.m.	Evaluation of Local Programs - Miss Louise Keller
10:15 - 10:45 a.m.	Break
10:45 - 11:30 a.m.	Evaluation of Workshop Summary - Miss Louise Keller

Several optional experiences were provided during the second week. These were:

A tape, "Home Economics as a Force in Changing the Student's Culture," by Dr. Allison Davis, was played on Tuesday and Wednesday from 8:00 to 9:00 a.m. for all those who were interested.

A film, "Superfluous People," was shown at 3:00 p.m. on Thursday. This film highlights the story of modern urban poverty and its major causes.

The majority of the group enthusiastically availed themselves of all of these optional opportunities, even though by doing so, their workshop day was extended by one and a half hours.

THIRD WEEK, AUGUST 16 - 20, 1965

Monday

9:00 - 10:00 a.m.	Presentation of individual problems and tentative plans for the week
10:00 - 12:00 a.m.	Individual Conferences and/or Independent Study
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Individual Conferences and/or Independent Study

Tuesday

9:00 - 10:30 a.m.	"The Characteristics and Needs of the Latin American Population in Lubbock," Miss Barbara Somerville
10:30 - 12:00 a.m.	Individual Conferences and/or Independent Study
12:00 - 2:00 p.m.	Noon
2:00 - 3:00 p.m.	Individual Conferences and/or Independent Study

Wednesday

9:00 - 12:00 a.m.	Individual Conferences and/or Independent Study
12:00 - 1:30 p.m.	Noon
1:45 -	Field Trip to Guadalupe Latin American Neighborhood Center

Thursday

9:00 - 12:00 a.m.	Individual Conferences and/or Independent Study
12:00 - 2:00 p.m.	Noon
2:00 - 3:30 p.m.	Sharing Results of Independent Study - Evaluation

Friday

9:00 - 11:00 a.m.	Independent Study
11:00 - 12:00 a.m.	Reports due

In the first week of the Workshop, August 2 - 6, emphasis was focused on the following five objectives:

Greater understanding of the provisions of the Vocational Education Act of 1963 as they affect preparation for occupational competency in jobs requiring home economics knowledge and skills, including food and nutrition, clothing and textiles, child development, family relations, and home management

Increased interest in and ability to assume leadership roles for initiating and developing programs for vocational education which prepare for occupational competency in home economics related occupations

Increased understanding of the behavioral range of children from disadvantaged homes and communities

Increased understanding of the values and needs of socially disadvantaged children and their families

Some skills in communicating with persons responsible for program planning and personnel services, as well as with agencies, businesses and industries which will employ workers trained for occupations involving home economics knowledge and skills

A variety of methods were used in working toward attainment of these objectives such as:

Presentations given on these topics:

- Philosophical and Social Setting of Vocational Education Act of 1963
- Analysis of Vocational Education Act of 1963 with emphasis on groups of people to be served, occupations for which training is to be provided, and quality programs
- Characteristics of programs which prepare for employment and how they differ from programs which prepare only for homemaking

- Description of a cooperative project of the Dallas Home Economics Adult Program and the Federal Housing Authority

- Working with school administrators in planning and developing local programs

Panel discussion on the interpretation and implementation of state policies of Texas, Tennessee, Georgia, and California

Reports on occupational programs, especially for underprivileged

Viewing and discussing the tape, "The Challenge: New Careers for the Poor"

Individual reading and study

Term papers on the following topics were written by participants enrolled for only the first week:

"Interpreting the Vocational Act of 1963 in College Pre-Service Education Program"

"Interpreting Occupational Program at In-Service Workshops"

"Interpreting Occupational Program to Home Economics Faculty Members"

In the second week of the Workshop, August 9 - 13, problems raised during the initial week were explored further. In addition, emphasis was focused on the following five objectives:

A more thorough knowledge of and the ability to use the series of guides developed by the U. S. Office of Education for Home and Community Service Occupations as bases for local or area program development

Awareness of possibilities for cooperation among the various vocational educational services in planning and implementing sound training programs for competency in home economics related occupations

Understanding of possible ways of using team teaching involving other disciplines in the training of youth and adults for occupational competency in home economics related occupations

Knowledge of current experimental programs and pilot studies for preparation for competency in home economics related occupations

Knowledge of current research which has implications for developing effective home economics education programs for wage earning

The variety of methods used in working on these objectives included:

Presentations on these topics:

Importance, need for, and examples of pilot and experimental programs

Techniques for planning pilot and experimental programs

Working with school administrators in planning pilot and experimental programs

Use of curriculum guides as illustrative material in relation to making job analyses, using job analyses, and in curriculum development

Possible programs which could be developed by more than one vocational service

Initiating local programs

Evaluating occupational programs

Planning and equipping home economics departments for occupational employment programs

Symposium of representatives from Employment Service, Family Counseling Service and Welfare Service on guidelines for working cooperatively

Group work (small groups developed questions which they considered pertinent and appropriate for pilot projects, then these questions were analyzed by one of the visiting consultants)

Viewing slides and films and listening to tape recordings

Slides viewed were previously prepared by a Texas Tech graduate student to interpret a selected group of wage earning occupations in local communities.

Films viewed were "Focus on Change," which emphasized the importance of team teaching, and "Superfluous People."

Tape recordings included "Home Economics as a Force in Changing the Students Culture," and "Consumption Choices and Poverty."

Readings and independent study

Term papers on the following topics were written by participants enrolled for two weeks:

"A Guide for Part-Time Cooperative Occupational Training for High School Students (Disadvantaged Students)"

"Initiating Programs of Job Training Courses Requiring Home Economics Knowledge and Skills for_____Independent School District"

"A proposed Plan for Initiating Homemaker Service Program"

"A Plan to Initiate a Training Program for Gainful Employment in the Home Economics Department of the_____High School"

"In-Service Training for Home Economics Teachers of Occupational Programs in State of_____"

"A Plan to Investigate the Feasibility of a Course for Preparation for Employment in_____"

During the third week of the Workshop, each participant engaged in independent study. This study involved the development of individual plans toward initiating and/or implementing a program or phase of a program to prepare for wage-earning occupations in home economics. Since the last week of the Workshop was planned to enable each participant to continue the study of individual problem of special interest and importance to her, the objectives of the Workshop receiving emphasis during this period were determined by the individual students.

Problems on the following topics were selected and developed by participants enrolled for three weeks:

"Initial Plans for Developing a Training Program for a Food Service Supervisor at Amarillo Junior College"

"A Topical Bibliography to Assist With the Interpretation, Planning, and Evaluation of Home Economics Programs for Gainful Employment"

"Plans for a Pilot Course in Gainful Occupations Using Home Economics Knowledge and Skills"

"Exploration of Hierarchy of Jobs and Job Analyses of Gainful Occupations Using Home Economics Knowledge and Skills"

"Organization and Summary of Data Necessary to Interpret and Interest School Personnel and the General Public in Programs Preparing Youth for Gainful Employment in Home Economics Related Occupations"

"Guides for the Organization of a Curriculum for Food Service Workers at the Junior College Level"

"The Child Care Worker in Lubbock (The need for, types of child care centers, teacher qualifications, plan of supervision)"

Assistance was given to participants of the Workshop through:

Individual conferences with workshop staff

Small group meetings with workshop staff

Referral to resource people on the college faculty

Referral to organized community agencies

Special discussion with the group concerning Latin American population by Director of Guadalupe Neighborhood Center, followed by a half day visit to the Center.

Meeting of all participants for a presentation of special problems, evaluation and follow-up procedures

The active involvement of a large percentage of the participants in the Workshop program was one of the important aspects of the Workshop. The human resources within the group were a major strength. Each individual seemed interested in sharing experiences and in learning from others. The members without experience in an occupational training program, were interested participants.

The Workshop group elected a planning committee composed of six members. Since there were some replacements on the committee for the second week, about nine different persons served in this capacity. This committee met

for an hour at least twice each week to plan schedules, make revisions in plans, and to decide on evaluation techniques. Each week, several members of the committee took the ideas presented and developed the evaluation device as it was used. A copy of this device is included in the appendix.

Two members of the group shared transparencies which effectively told the story of a curriculum revision program involving their total school. As a result, revisions were planned to better meet the needs of students. The transparencies depicted employment programs in the community.

One teacher member described her work-experience program planned for underprivileged students. She shared her successes and her difficulties in selecting suitable work experience situations, and of supervising the students on the job.

Four members served on a panel and discussed their state policies, and how these influence local program development.

One member worked with Dr. L. Ann Buntin in leading a discussion of the tape recording by Dr. Frank Reissman.

Nine members shared their term papers with the total group.

Five members participated in a panel discussion concerning the various roles of state personnel, city supervisors and teacher educators in program development.

A graduate student showed slides she had developed to interpret some of the occupational programs; all participants in the Workshop were glad to complete a check list evaluating the series of slides.

The active involvement of the majority of participants created an enthusiastic and cooperative atmosphere. They all seemed to care, and they all shared.

Personnel. The Workshop staff included the director, advisor and consultants as listed below:

Director: Dr. L. Ann Buntin, Head, Department of Home Economics Education, Texas Technological College

Advisor: Dr. Willa Vaughn Tinsley, Dean, School of Home Economics, Texas Technological College

Principal Consultants: Miss Louise Keller, former temporary appointee in the U. S. Office of Education for Home Economics Job Training Under the Vocational Education Act of 1963

Dr. Johnie Christian, Home Economics Education Branch of the U. S. Office of Education, Department of Health, Education and Welfare, Dallas, Texas

Other Consultants:

Consultants from the regular teaching faculty of Texas Technological College:

Dr. Owen L. Caskey, Chairman of Guidance and Special Education

Dr. Berlie Fallon, Professor of Education, and Executive Secretary of the West Texas School Study Council. (The Council is made up of superintendents from 24 member schools of the West Texas South Plains area.)

Consultants from the Texas Education Agency:

Mrs. Elizabeth Smith, Area Consultant, Home Economics Education, Big Spring, Texas

Mrs. Marie Healey, Area Consultant, Home Economics Education, Denton, Texas

Mrs. Ima Dora Haile, Area Consultant, Home Economics Education, Plainview, Texas

Consultants familiar with the needs of disadvantaged youth and adults, who are working with on-going programs serving these youth and adults:

Mr. Ralph Judd, Employment Counselor, Texas Employment Commission, Lubbock, Texas

Mrs. Nelda Coates, Director of the Planning Council of the United Fund and also Assistant Director of the United Fund, Lubbock, Texas

Mrs. Frances Irwin Lyle, Home and Family Life Consultant, South Plains Guidance Center, Lubbock, Texas

Mrs. Rosa Settle, Director of City-County Welfare, Lubbock, Texas

Miss Barbara Somerville, Director of Guadalupe Center in Latin American Neighborhood, Lubbock, Texas

Participants. Early in the spring, letters announcing the proposed workshop were sent to selected home economics teachers and supervisors in school systems, state departments of education, and institutions of higher learning in Texas, Arizona, Colorado, Oklahoma, Kansas, Missouri and Louisiana. The February issue, 1965, of Tips and Topics carried an announcement of the proposed Workshop to over 3,000 professional home economists. Later in the spring, letters announcing the proposed Workshop, and giving information concerning enrollment procedures and living facilities, were sent to an expanded list of home economics teachers and supervisors in school systems, and to all state departments of education and institutions approved to train vocational home economics teachers with the exception of those persons in neighboring states who had received the earlier letter. Members of this group who had been contacted in early spring, were sent a follow-up letter giving further details.

The enrollment in the Workshop included 33 persons representing Texas, New Mexico, California, Massachusetts, Georgia and Tennessee. Eight of the 33 participants hold current supervisory positions in city or state education departments, and six hold college positions. The other members of the group, while not currently assigned to supervisory positions, expect in the near future to assume leadership responsibilities for training programs in wage earning occupations. Several of the supervisors and two of the teachers

had previous experience in developing programs for preparation for wage earning occupations. The experience of this latter group greatly enriched the Workshop proceedings for all persons involved.

Facilities. The College provided a spacious classroom, reading room, library facilities, audiovisual services, clerical services, and residence accomodations.

A wide variety of references was made available in the reading room and curriculum laboratory in the Home Economics Education Department and were well utilized by Workshop enrollees.

Evaluation. At the end of each week, a formal review of the content and contribution of the Workshop was made by the participants.

At the end of the first week, each Workshop participant checked an evaluation sheet reproduced below. The numbers in the three columns at the right, represent the tabulation of the responses of the group.

WORKSHOP EVALUATION SHEET, FIRST WEEK

Directions: The following statements express the objectives for the Workshop. Please indicate the degree to which you feel we have progressed in achieving each objective by placing a check ( ) in the proper column.

	Little	Some	Much
1. Organization of Workshop			
a. Individual and group participation		8	20
b. Use of resource from within the group		5	23
c. Availability of resource materials	1	1	26
d. Group planning and evaluation		8	19
2. Understanding of Vocational Ed.Act of 1963		15	13
3. Developing new programs	3	15	9
4. Understanding of the disadvantaged	2	13	13
5. Understanding of experimental or pilot programs that were presented		9	19
6. Establishing working relations with groups and individuals	2	12	14

A more formal evaluation technique was used at the end of the second week of the Workshop (appendix). The evaluation form called for responses in three parts, as follows:

Part one - Statements of progress in relation to Workshop objectives

Part two - Listing of goals each is setting for her program for the next six months

Part three - Report, at the end of six months, of evidences of progress in reaching the goals set in Part two.

The participants who remained for the third week reviewed their second-week evaluation statements. Revisions and additions were made which they felt appropriate as a result of their further study.

As part three of the evaluation device cannot be completed for six months, each participant was requested to send a progress report to the College Workshop Director about March 1, 1966. The Director plans to send a reminder of this arrangement. These reports should furnish valuable data concerning the influence of the Workshop on the programs in which the participants are involved.

In Part One, statements of progress made during the Workshop were reported by State and Area consultants, city supervisors, classroom teachers, and by graduate students.

State and Area consultants described the progress they had made as follows:

"I feel that I have gained a better understanding of how occupational courses may be initiated, organized, and developed as well as some technique of evaluating effectiveness of such courses"

"I have a better understanding of the process of developing guides to fit the needs of different groups and kinds of programs"

"Class discussions, visual aids and tapes helped me to realize how important it is to understand the disadvantaged, and to plan programs which provide for needs on varying levels"

"I have a better understanding of how to carry out action research"

"I have become aware of the curriculum materials that have been developed in other states"

City supervisors wrote the following:

"I have progressed from haziness to an understanding of state policies"

"I have a better understanding of the meaning of team teaching and how it can be used"

"I am more aware of and have a better understanding of the purposes and operation of pilot studies"

Teachers felt that they had made progress in the following ways:

"I have been able to design a suggested plan for initiating job training programs in our curriculum"

"I have a greater insight into the behavior range of children from disadvantaged homes and communities"

"I appreciate more, now, the importance of better teaching methods and evaluation"

"I realize the need to work with other groups"

"I have developed a meaningful insight into the behavior of the children"

"I better understand the significance of more action research"

Graduate students expressed the progress they had made in these remarks.

"I realize each community must develop its own program to meet its needs"

"I recognize that programs in wage earning must be a community cooperative and supported program"

"I am more familiar with guides. I can use parts of the curriculum guide on the child care workers in my thesis"

"I have made much progress through reading and obtaining a copy of the curriculum guides that have been used in pilot programs from different states"

In Part two, each participant listed some goals for her achievement within the next six months. Some sample statements are:

State and Area Consultants:

- To work with staff and teachers in developing or adapting curriculum guides to fit local programs
- To encourage teachers to use resource persons in other disciplines in their classes
- To cooperate with staff in developing evaluative instruments to be used in gathering data on the effectiveness of the programs
- To include other disciplines in Area In-Service Education program. Work with teachers in Area to use more resource people to strengthen their teaching of youth and adults

City Supervisors:

- To investigate the possibilities of using team teaching in the home economics program
- To use existing curriculum guides as patterns for local guide
- To visit the homes of disadvantaged children and see if it is possible to set up classes for parents to be taught in adult program

Teachers:

- To work with the disadvantaged children and their families
- To develop some visual aids
- To accumulate good research materials for developing a curriculum
- To read more of Dr. Allison Davis', Dr. Frank Reissman's and other's work. Work with the PTA in the low soci-economic schools

Graduate Students:

- To develop guides for programs on the junior college level for a junior college now in existance
- To continue to obtain and read current research - especially in training child care workers

Recommendations. The following recommendations may be considered when planning future workshops of this type:

- Initiate proposal in the Fall for such a training program
- Plan workshops for home economics administrators in conjunction with National meetings, such as AVA Convention, or plan such workshops for the first two weeks of July. August dates conflict with many state conference schedules
- Utilize staff for leadership roles who are experienced in occupational training programs
- Use periodic follow-up of Workshop participants
- Involve as many participants as possible
- Keep participating group relatively small - from 25 to 35
- Schedule workshop for two weeks, two semester credits, for all participants

Suggestions for specific workshop programs:

- Concentrated study of curriculum materials which have been prepared by the Office of Education, states, and cities
- Study of teaching methods of particular import for occupational training classes
- Evaluate and analyze various pilot and experimental studies for direction in program planning
- Review of state policies in light of implication for program planning

APPENDIX

APPENDIX A

BIBLIOGRAPHY

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Tape D William G. Stucky, "Poverty is the Consequence of Obsolescence in Social Institutions"
Dr. Alton Linford, "Poverty and Welfare"
Dr. Pauline Stitt, "Some Challenges of Contemporary Health Needs"

Tape E Listening Panel: Mrs. Nathalie Preston, Gladys Grabe, Mrs. Alice Smith

Tape F Mrs. Esther Peterson, "Consumer Problems of Low-Income Families"

Tape G Dr. George Esser, Jr., "The North Carolina Fund"
Jerline Kennedy, "Homemaking Education for Needy Families in the Dallas Community"
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THIS BIBLIOGRAPHY WAS FURNISHED AS A SUPPLEMENT BY MISS LOUISE KELLER, CHIEF CONSULTANT FOR THE WORKSHOP.

TEXAS TECHNOLOGICAL COLLEGE
H.E.Ed. 514 and 536

Evaluation Instrument

OBJECTIVES Understanding of the provisions of the Vocational Education Act of 1963 as they affect preparation for competencies in jobs requiring home economics knowledge and skills, and the ability to communicate the program to those persons that would be involved.	In relation to these objectives what progress have you made through reading, informal discussion, presentations, and participation in the workshop?	In relation to the outcomes of the workshop - What goals are you setting for your program for the next six months?	Indicate evidences that you have made some progress in reaching these goals?
I. Understanding of:			
A. available program guides.	A.	A.	A.
B. possibilities for cooperation among various vocational educational services.	B.	B.	B.
C. ways team teaching could be used involving other disciplines in the training of youth and adults.	C.	C.	C.
D. the behavioral range of children from disadvantaged home and communities.	D.	D.	D.
E. the values and needs of socially disadvantaged children and their families.	E.	E.	E.

F. current experimental programs and pilot studies relating to development of such programs.	F.	F.	F.
G. current research which has implications for developing effective programs.	G.	G.	G.
II. Skills in:			
A. using available program guides	A.	A.	A.
B. leadership in initiating and developing programs.	B.	B.	B.
C. communicating the program (use of visual aids, etc.)	C.	C.	C.

*The School of Home Economics would be very grateful if you contribute to the evaluation of the workshop by returning one copy to Dr. L. Ann Buttin, Head
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Texas Technological College
Lubbock, Texas